

# SCHOOL REPORT CARD

2003-2004

-Commonwealth of Kentucky-

## Piner Elementary School

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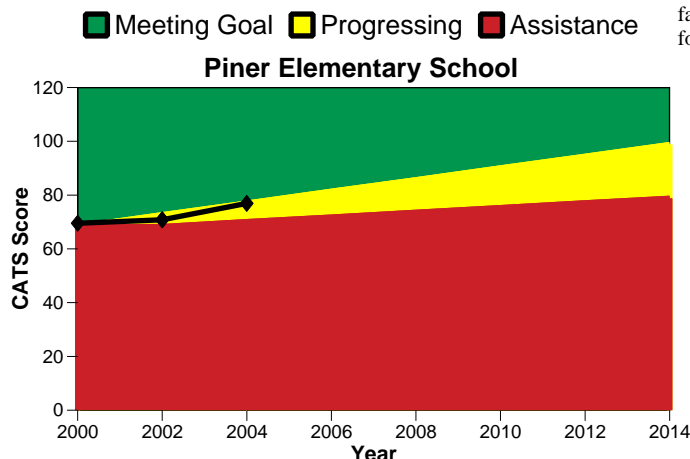


### Dear Parents/Guardians:

Here is our school's report card for the 2003-2004 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

### The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	68.3		69.5
2002	72.7	68.3	70.8
2004	77	70.1	76.9
2006	81.4	71.8	
2008	85.7	73.6	
2010	90.1	75.3	
2012	94.4	77.1	
2014	98.8	78.8	
Standard Error: 1.2			

### About Our School

Welcome to Piner Elementary, Where Character Counts and Attitude Matters! We are in the rapidly growing southern portion of the Kenton County school district and serve students from a primarily rural and broad geographic area. Students are placed in multi-ability groups in grades kindergarten through five. Our children receive instruction from a highly skilled and experienced teaching staff. Students have access to computers in every classroom and the computer lab. The school serves a wide range of student abilities and backgrounds. Academic, social and emotional needs are met in a variety of ways. A Family Resource Center (FRC), Student Assistance Team (SAT) and Reducing Barriers to Learning Team (RBTL) are in place to meet the needs of students and their families. These teams include the principal, teachers, specialists, counselor, school psychologist and FRC coordinator. Students are served with special programs such as Reading Intervention, Title I and the Extended School Services Program. Accelerated learners have opportunities throughout the school day to interact with the curriculum at higher levels. Students with special needs are served in the regular classroom with support provided by resource teachers and assistants. Parents are a key component in our success. An active PTA and SBDM Council support student learning. The entire school and community work together to ensure student success!

### How Our School Ensures Educational Equity

Piner Elementary ensures educational equity through activities integrated within our Comprehensive School Improvement Plan. The SBDM Council examines and analyzes test data each year by student gender, ethnicity and economic background. Strategies are embedded in each component of the Comprehensive School Improvement Plan to ensure equity. Multicultural activities are incorporated into school assemblies and the Social Studies curriculum at all levels. We incorporate the Character Counts, Steps to Respect and Second Step curriculums to teach social behaviors such as cooperative learning, group dynamics, decision-making, problem solving, bully prevention and anger management. Mentoring programs are established with our business partner, community groups and school staff. A handbook, called Programs At-A-Glance--Information About All School Programs is compiled and distributed by the school counselor to ensure all families have equal access to available programs. Piner Elementary strives to provide optimal educational opportunities for all students!

**School Enrollment (end of year membership 2003-2004): 328**

## How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

### Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished		
	School	District	State	School	District	State	School	District	State
Reading 4th	13%	7%	11%	23%	18%	22%	63%	74%	67%
Science 4th	7%	4%	7%	45%	35%	38%	48%	61%	55%
Writing 4th	12%	5%	9%	45%	54%	52%	44%	41%	39%
Mathematics 5th	15%	15%	23%	32%	27%	29%	53%	57%	48%
Social Studies 5th	17%	13%	21%	22%	21%	24%	61%	66%	56%
Arts & Humanities 5th	24%	19%	27%	53%	52%	51%	24%	29%	22%
PL/VS 5th	10%	10%	15%	31%	24%	27%	59%	65%	58%

Academic Index		
School	District	State
84.5	93.2	86.8
78.4	91.8	87.5
74.8	75.4	72.3
80.6	85.6	77.1
81.7	89.5	81.8
61.7	65.6	58.3
85	89.7	82.4

The goal is that by 2014 nearly all students will score proficient or distinguished.

### National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, measures the basic skills of our students while allowing us to compare their performance with national benchmarks established in 1996. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
End of Primary (EOP) Reading	57%ile	68%ile	64%ile	50%ile
EOP Language Arts	58%ile	66%ile	62%ile	50%ile
EOP Mathematics	52%ile	70%ile	66%ile	50%ile

### Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2002-2003 school year.

	Attendance Rate	Retention Rate
School	95.9%	0%
District	95.4%	3.1%
State	94.3%	3.4%

### State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Since elementary students have few opportunities to participate in state contests, we encourage our students to participate in a variety of local contests as individuals or members of a team. Some of these contests include Governor's Cup, Academic Challenge, Future Problem Solving, District Spelling Bee, Conservation Essay/Poster contest, School District Calendar Art Contest, 4-H, Junior Achievement and PTA Reflections contest. We enrich our students educationally by offering other programs such as Accelerated Reader, BEST Partnership, Portfolio Nights, Conservation Program, Steps to Respect, Second Step, Student of the Month, Accelerated Reader, Intramural Basketball/Cheerleading, Career/Hobby Days, Character Counts, Science Fair, drama/chorus, art, and curriculum enhancement programs.

## Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	48%	77%	82%
Average Years of Teaching Experience	15.9	13.5	11.9

## Our Learning Environment

### School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

### Procedures in Place in Our School for Drug and Weapons Detection

Piner Elementary supports all district policies in drug and weapons detection. In cooperation with the Kenton County Police Department, we have a school resource officer on site. Our school is very proactive in Character Education. The Character Counts Curriculum is implemented school wide with lesson presentation provided by the school guidance counselor. The SBDM Council has adopted an anti-bullying policy and the curriculum materials Steps to Respect and Second Step. Classroom teachers, with the support of the guidance counselor, principal and the school resource officer, teach lessons from these research-based curricula. Mentors and positive role models are provided for our children through our staff, business partner, and community. An E-Mail Pal mentoring program matches students yearly with mentors from our business partner, Ticonia.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This
Aggravated Assault (with intent to cause injury)	0	0
Drug Abuse Violations	0	0
Weapons Violations	0	0

### Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$5524	18:1	4.4:1	100%
District	\$6902	18:1	5.2:1	100%
State	\$7007	16:1	3.8:1	100%

### How We Use Technology to Teach

Technology is integrated into all curriculum areas and is accessible in all classrooms and the computer lab. Accelerated Reader, Kidspiration, Microsoft Office, KidPix, Publisher, PowerPoint, Excel and STAR Reading and Math are examples of programs available in all classrooms. Students utilize digital and video cameras to create presentations in content area classes. Intermediate students have the opportunity to participate in Student Technology Leadership Program (STLP) Camp each summer and serve as technology leaders during the school year. Intermediate students write, produce, direct and videotape a morning news program using the school's technology resources.

### Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	305	24	6	4075

Extracurricular Activities

PTA Reflections Contest Leadership Opportunities in the Student Technology Leadership Program (STLP) and Peer Mediation Program Girl and Boy Scouts Booster Basketball/Cheerleading Academic Team participation in Governor’s Cup and Future Problem Solving

Awards and Recognition

Rose Mary Hoffman--Kentucky Elementary Guidance Counselor of the Year Student Technology Leadership Program (STLP) Gold Award Business Success Education Team (BEST) partner Ticona Industries--N.KY Chamber of Commerce Program of Distinction Award in 1998, 2002, and 2003 Early Reading Incentive Grant Award from 2001-2003 2002 Kentucky Department of Veterans Affairs Award for Veterans Programs Kentucky Blue Ribbon School in 1999

What We Are Doing To Improve

Piner Elementary conducts a needs assessment based upon the Standards and Indicators for School Improvement. From the annual needs assessment, Piner Elementary develops a detailed Comprehensive School Improvement Plan that includes activities for professional growth and increased student achievement. Students work in multi-age classrooms with a program of studies designed to meet individual needs. Flexible grouping, an emphasis on basic skills, and authentic assessment are all part of the daily curriculum. Our staff has developed a detailed curriculum map, based on Kentucky Core Content and the Program of Studies. This curriculum map aligns the curriculum from kindergarten through fifth grade and is the basis for lesson planning. Teachers and parents meet in component committees to review data, provide input on student performance and update activities throughout the school year. Teachers and instructional assistants attend professional development training aligned with identified needs in our Comprehensive School Improvement Plan as well as for individual professional growth. Classroom teachers and school teams analyze student work on a regular basis. The school staff is working to incorporate research-based strategies from the Principles of Learning and Learning-Centered Schools.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member’s Name	Phone	Member’s Name	Phone
Tammy Harris, Teacher	859 356 2155		
Lisa Marshall, Teacher	859 356 2155		
Kim Carnes, Teacher	859 356 2155		
Tina Snelling, Parent	859 356 2155		
Diana Deaton, Parent	859 356 2155		
Jo Craven, Principal	859 356 2155		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.



TO THE PARENTS OF:

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